

Call for Papers for Special Series – Abstracts DUE October 15, 2022

*Mattering: Engagement of Anti-racist and Abolitionist Approaches in Transition Research and Practice*

Series Guest Editors:

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# Background and Theme of Special Series

# This special series aims to bring forth and disseminate anti-racist and abolitionist tenants within the secondary special education and transition research. The purpose of this special series is to highlight current work addressing issues of diversity, equity, and inclusion throughout transition research and practice. It has been nearly 15 years since Trainor et al. (2008) published the Division on Career Development and Transition (DCDT) first position paper on supporting opportunities for diverse youth with disabilities. In their position paper, they discuss an ecological systems approach to maximizing equitable outcomes for diverse youth. Five years after the position paper was published in Career Development and Transition for Exceptional Individuals (CDTEI), Madaus and colleagues (2013) published a content review of CDTEI. Their findings indicated 59% of articles reviewed did not clearly identify race/ethnicity within their research population. This lack of reporting on racial and ethnic representation trend within research was also found in Sinclair et al., (2018). Similarly, there was a high percentage of lack of reporting on disability type within articles published in CDTEI (44%; Madaus et al., 2013) and other special education journals (Sinclair et al., 2018). Lack of representation and voice of diverse populations perpetuates inequities in research and establishes a norm that the invisibility of diverse populations is sanctioned.

That said, within the past 5 years, there has been a shift to evaluate policies and practices to ensure the integration of DEI frameworks within the work of special education. To reflect the current shift in translating equity frameworks and theory into practice, this special series of articles brings forth voices of diverse populations and researchers. We welcome abstracts for review from different disciplines, research methodologies, and theoretical perspectives grounded in anti-racist and abolitionist principles focused on transition practices.

**Guidelines for Submission**

Proposed articles are suggested to be categorized within areas of transition practices and service delivery (see below). The purpose of categorized submissions is to evaluate proposed articles on the merits that each article will have research-to-practice implications.

* Transition Assessment
* Curricular Content Knowledge
* Programs Services and Outcomes
* Research and Inquiry
* Leadership and Policy
* Professional and Ethical Practice

Further, proposed articles must be inclusive of:

* students with disabilities (all categories of disability) and
* secondary focused (elementary practices to support transition, middle to high school transition, high school settings, comprehensive transition programs, 18-21 programs, other practices to support transition)
* practitioners (e.g., special educators, agency providers) who work with students with disabilities

We also acknowledge that work addressing diversity, equity, and inclusion may be considered through various means. We encourage researchers and practitioners to submit works across methodologies such as:

* quantitative;
* qualitative;
* single-case design;
* mixed methods; or
* others including
  + participatory action research (e.g., Youth Participatory Action Research); and
  + conceptual articles.

# Thematic Strand Examples

# Consider how your work falls into these thematic strands which focus on addressing issues of DEI through the use of equity-related frameworks and practices to address broad transition standard categories. Below are examples of how proposed articles may address the transition standard categories.

* Transition assessment
  + Strength- and assets-based assessment
  + Reducing biases in data collection and data-based decision making
  + Anti-racist and abolitionist approaches to data collection with formal and informal assessments
  + Using assessment data to develop equity-minded post-school goals
* Curricular content knowledge
  + Infusing equity frameworks (e.g., anti-racist and abolitionist) in the education curriculum
  + Adapting transition practices to be culturally responsive and sustaining
  + Reviewing curricular decisions to be equitable for diverse populations
  + Implementing adaptations of evidence-based practices and curricular content to support transition outcomes for diverse populations
* DEI programs, services, and outcomes
  + Partnerships with outside agencies
  + Programs and partnerships with community-based organizations
  + Evaluation of program commitment to anti-racist and abolitionist initiatives and impact on the community.
* Research and inquiry
  + Translating research to practice through equity frameworks and theory
  + Reducing bias and supporting positive in-school and post-school outcomes through data-based decision making for diverse youth with disabilities
  + Examining system structures for effectiveness in supporting in-school and post-school outcomes
  + Utilizing youth voice to adapt and support the implementation of in-school practices
* Leadership and policy
  + Examination of policy changes to support anti-racist and abolitionist initiatives in schools
  + Addressing issues of diversity, equity, and inclusion in states that silence educators that support diverse populations
  + Working with school-teams to establish new policies that support diverse populations through the implementation of equity frameworks
* Professional ethics and practice
  + Implementation of professional development opportunities to include anti-racism and abolitionist principles
  + Examination of pre-service learning of anti-racist and abolitionist approaches
  + Ethical considerations to policies and procedures that perpetuate the disparate outcomes for diverse youth (e.g., disciplinary practices that exclude and push out students)
* Collaboration with teachers, administrators, agencies, families and youth
  + Examining interagency collaboration to support positive outcomes for diverse youth
  + Implementing school teams and intra-building collaboration to implement anti-racist and abolitionist practices for youth with disabilities
  + Working with families to support the implementation and achievement of students’ post-school goals.
  + Involvement of community partners during the transition planning process

## Potential Focus Questions:

* How is interagency collaboration asset focused and creating opportunities for community sustainability?
* What are asset-based approaches being used effectively in transition contexts?
* How are practitioners and researchers investigating implicit bias in training planning and service delivery?
* How are the priorities of families and youth leading transition decisions?
* How are practitioners supporting diversity, equity, and inclusion initiatives related to transition?
* In what ways are practitioners making sense of state and local policy changes impacting transition-age students of color, LGBTQx, or otherwise marginalized?
* In what ways are school-based practitioners across disciplines (e.g., administrators, related service providers) engaged in diversity, equity, and inclusion efforts?
* To what extent are diversity, equity, and inclusion efforts making an impact on transition supports and practices?
* How are data (e.g., student, program, school, district, state-level) being utilized in support of and to inform equity related to transition?
* What guidance (e.g., preparation programs, professional development) do pre- and in-service professionals receive on aspects of diversity, equity, and inclusion critical to transition services and programming?
* What interventions, programs, and curricula are effective in support of positive outcomes for youth of color.

# Process for Identifying and Selecting Articles

This special series provides an opportunity for researchers and practitioners who are committed to diversity, equity, and inclusion through anti-racist and abolitionist principles in their work to submit abstracts for review. Researchers and practitioners may be from various fields including: Special Education, Vocational Rehabilitation, School Psychology, School Administrators. Researchers of selected abstracts will have the opportunity to work with the special series editors to ensure anti-racist and abolitionist approaches are included in their work.

Please submit an abstract for review to the series guest editors (James Sinclair, jamesin@uoregon.edu, and Suzanne Kucharczyk, suzannek@uark.edu) with subject line “abstract submission for CDTEI special series”.

Abstracts will be reviewed and evaluated by the special series editorial board. The editorial board will aim to select abstracts that are representative of the breadth of the special series call and meet the rigor of CDTEI. **Submitted abstracts are due October 15, 2022** and will be evaluated based on:

* meeting CDTEI submission guidelines
* meeting the intent of the special series as outlined above
* addresses a thematic strand, or aspect of equity frameworks with an approach that is novel, significant, and rigorous in research methodology

Selected abstract authors will be notified that their abstract submission was approved, but contingent on peer-review acceptance for the special series.

**References**

Madaus, J. W., Gelbar, N. W., Dukes, L. L. III, Faggella-Luby, M., Lalor, A. R., & Kowitt, J. S. (2013). Thirty-five years of transition topics: A review of CDTEI issues from 1978 to 2012. *Career Development and Transition for Exceptional Individuals, 36*(1), 7–14. [https://doi.org/10.1177/2165143413476734](https://psycnet.apa.org/doi/10.1177/2165143413476734)

Sinclair, J., Hansen, S. G., Machalicek, W., Knowles, C., Hirano, K. A., Dolata, J. K., Blakely, A. W., Seeley, J. R., & Murray, C. (2018). A 16-year review of participant diversity in intervention research across a selection of 12 special education journals. *Exceptional Children, 84*, 312-329. [https://doi.org/10.1177/0014402918756989](https://doi.org/:10.1177/0014402918756989)

Trainor, A. A., Lindstrom, L., Simon-Burroughs, M., Martin, J. E., & McCray Sorrells, A. (2008). From marginalized to maximized opportunities for diverse youths with disabilities: A position paper of the division on career development and transition. *Career Development for Exceptional Individuals, 31*, 56-64. <https://doi.org/10.1177%2F0885728807313777>